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QUALITY EDUCATION FOR ALL: Case Study FISIP Unpad And SKKU Korea

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Abstract

E-learning is the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Unpad is one of the largest universities in Indonesia with the number of students reached almost 40 thousand's. It is a potential and challenges for the implementation of an ideal education (effective and efficient) to produce graduates with the desired competencies. Ongoing education should not always use conventional way, even technology support must always updated.

The expectations from e-learning are Lecturers and students can communicate without restriction, Unpad have already prepared for e-learning. No less just 200 courses are online, this process needs a structured and integrated plan which is supported by policy leaders. The fact, the online learning desire was born of personal volition but it was not enough. Such things happen with the class video conferencing between FISIP Unpad and SKKU Korea. Technically the learning process went very well, but in fact very weak support in anyways even the quality of the results of students who participate in the program became doubtful.

The paper contribution is to evaluate the distance learning programs especially in Unpad, where the idea is learn from the various research and compare with the existing condition. Hoping there is a synergy knowledge and idea regarding the implementation of distance learning in order to approach the ideal conditions expected in many aspects.

Keywords: e-learning, Fisip Unpad, SKKU Korea.

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1. INTRODUCTION

Development in science and technology is a sure thing keep going. It is sometimes linear, but often pervasive and difficult to control. As well as in education area, should be able to use technology in teaching and learning, considering education is the core to create a quality human.

Unpad in this case the Faculty of Social and Political Sciences (FISIP-Unpad) in collaboration with Sungkyunkwan University (SKKU-Korea) has been almost a year carry out cooperation in the field of distance learning (electronic learning). Both of teachers from Korea - Unpad turns the process of teaching to student learning through electronic media as well as video conferencing.

Whether realize or not, there are many types of electronic learning materials have been defined which is used in the learning process. The following types of learning materials are :

- Technical parts
- Learning units/ Material contents
- Learning entities

Where Technical parts Consist of:

1. Text
2. Picture
3. Animation
4. Video-clip
5. Sound
6. Etc…

The three learning material is an absolute prerequisite for the success of a learning process, where it should be supported by technical knowledge related to the teaching (next 6 point above). Without it we can be sure the learning process less than the maximum. The process of teaching and learning is expected to adopt the concept of student-centered model (see table 1 below). Where interactive occur on both sides between students and teachers. This concept is theoretically appealing, but the challenge is whether the implementation of the teaching (as a pioneer) is able to bring students in the interactive process? Or even passive.

Table 1. Teacher-Centered Versus Student-Centered Models (Sergio Bermejo, 2005)

Teacher-Centered Model		**Student-Centered Model**	
Teachers	**Students**	**Teachers**	**Students**
Are the performers	Are the spectators	Are the trainers	Are the active players
Transfer knowledge	Repeat this knowledge in exams	Both from a society for discovering and creating knowledge	
Are active	Are passive	Both are active	
Are focused on grading		Are focused on understanding	
Learning environment		Learning environment	
Individual and competitive		Cooperative or collaborative	

Terms of student-centered learning, one of which is the use of the mobile device for interacting. It is confirmed by the study on sales for smartphones rise significantly (see figure 1).

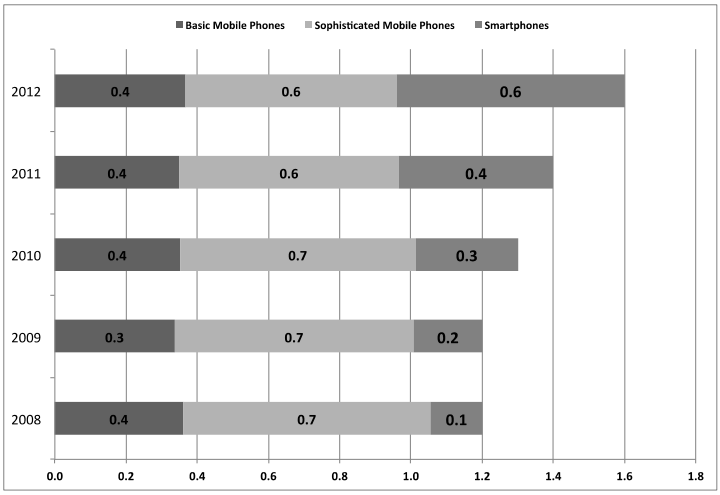

Fig. 1. Number of mobile phones sold (in thousands of millions) per-year worldwide (P. M. Santos, 2009)

Along with the interest for smartphone as well as the support of the ease of access to information, this is an opportunity for the success of electronic learning program where the content can be easily embedded in a digital server to be accessed by students in support of the learning process, so that the process is much more effective. It is increasingly recognized by the vendor or applications provider and information services to immerse learning content for easy access to learning anytime anywhere with various kinds of content and packaged in such a way to attract interest of students to learn. The electronic content is currently developed with various templates (P. M. Santos, 2009). If we can utilize all the content is in the process of teaching and learning activities it will be very helpful.

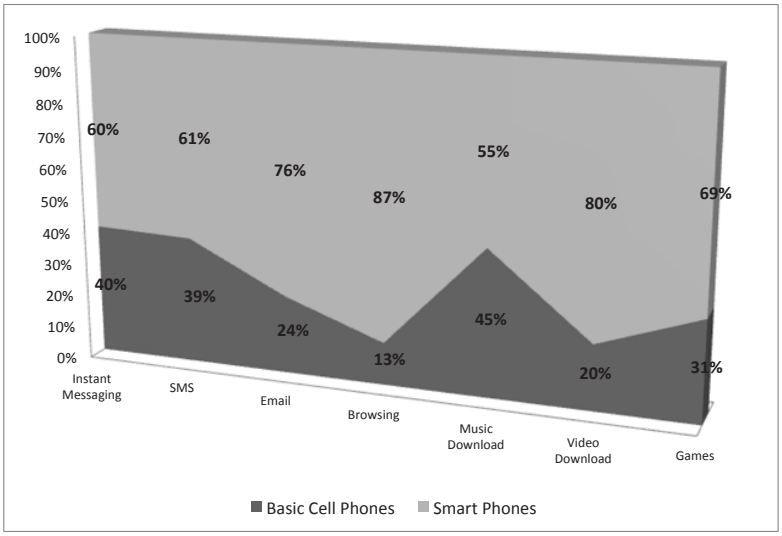

Fig. 2. Advanced functionalities used in basic phones and smart phones 2009 (P. M. Santos, 2009)

The content of the most widely circulated is the presentation type. Just a few presenters tend to create an interactive presentation such as games, video and other digital content. Though it is quite effective in improving the effectiveness and efficiency of the electronic learning process.

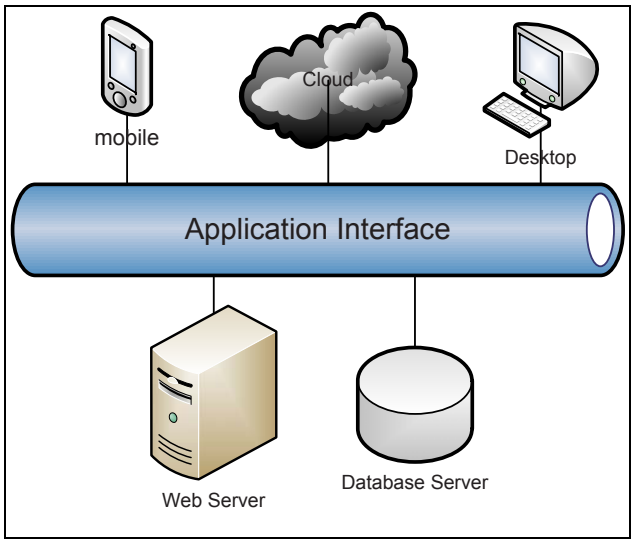

Fig. 3. Client-server architecture of the framework

For example, the implementation of a wide range of connected devices integrated in a single server (see figure 3). This shall be done if we are to seriously applying the model of e-learning quality. Framework in figure 3 ensures easy access and content management of electronic materials and their relation to a wide range of devices including smartphones.

2. ANALYSIS FINDING

There is a tool for evaluating the effectiveness of e-learning programs in small and medium sized enterprises (SMEs). The model and tool for the evaluation of the effectiveness of e-Learning programs in SMEs has been designed to provide an easy-to-use instrument to carry out a retrospective evaluation of an e-learning program. This retrospective analysis should enable enterprises to detect weaknesses and strengths of their learning program with regard to its organizational, pedagogic and technological implications (Graham Attwell (ed.), 2006). Fisip not implemented a good system in preparing the electronic learning process, the happened next is the organization still highly dependent on the incidental and several individuals involved.

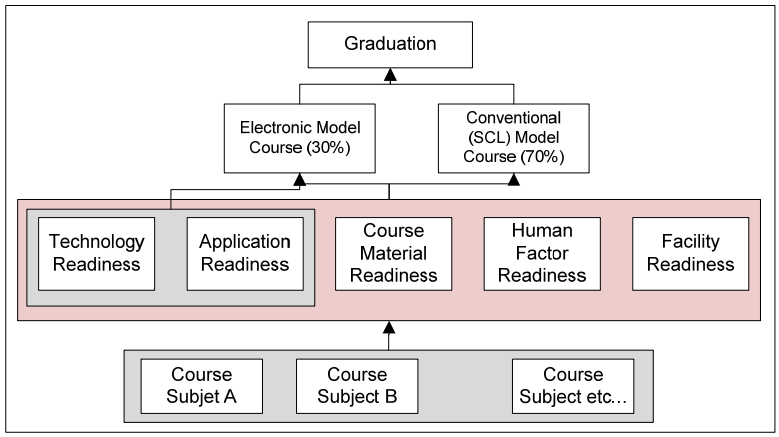

Fig. 4. The professional Course System Structure

Figure 4 shows the application of electronic learning system seriously. This is very necessary based on explanation above that the teachers must also adopt information technology knowledge in the teaching-learning process. For the present framework we used, it tends to use no appropriate framework. The framework is not designed carefully to the needs of electronic learning seriously.

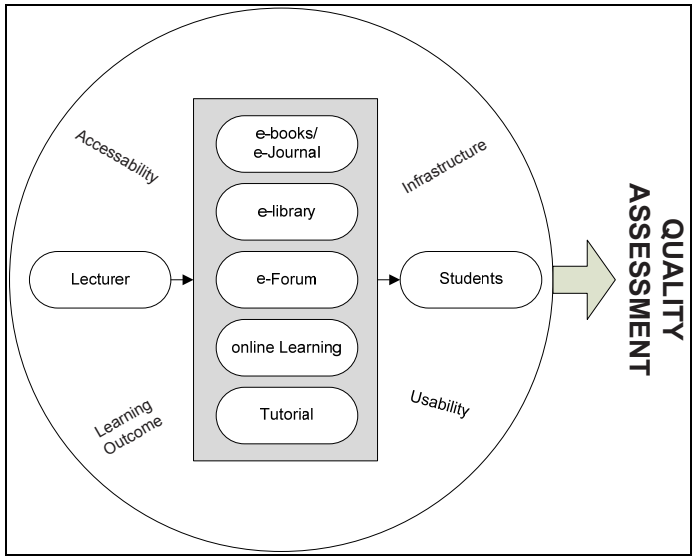

Figure 5. The Framework of e-Learning

Figure 5 shows how to get serious to implement this framework in e-learning activities. We then tried to do a survey of the 10 participants of e-learning class on master degree program who regularly attend with FISIP Unpad and SKKU Korea. We try to analyze the important things that should come during the implementation of the learning process.

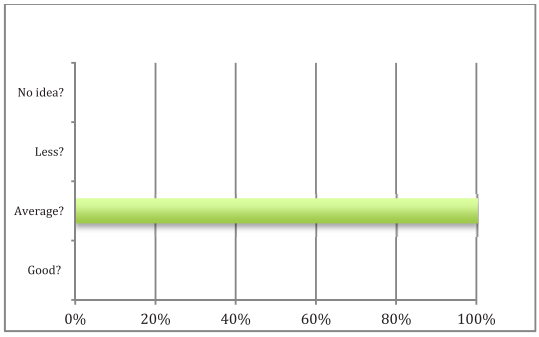

Figure 6. Computer skills of the students

First, we tried to ask about the capabilities of computers who follow the teaching and learning activities. Results demonstrate their ability level is on average which means basic computer skills and office application skills are likely under their control.

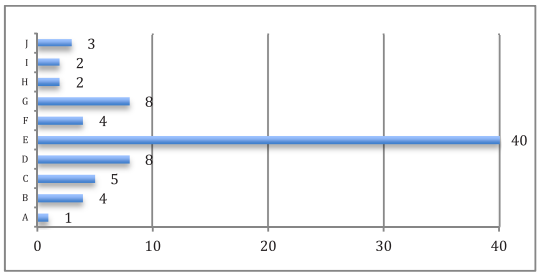

Figure 7. Hours a week the students to access the internet facility on campus.

Next we will look how many hours a week do students access the Internet in the campus area? Apparently the average student access the internet 7-8 hours a week. Only one student is very high internet access on campus with the numbers 40 hours a week.

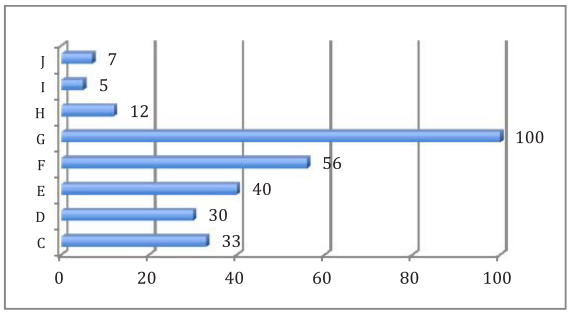

Figure 8. Hours a week (frequency) of accessing the internet at home

Next question, how often the students accessing the internet at home. An average of 35-36 hours a week answering internet access at home.

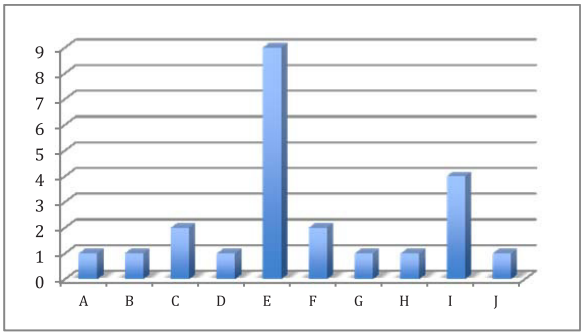

Figure 9. How often (times a week) the students access the e-books/ e-journal?

But it is must to be concern that the hours they access the internet at home or on campus, the number of accessing e-books / e-journal per-student 2-3 times a week. Based on interviews we obtained information that they are only occasional access to e-books / e-journal only where they have an assignments. It seems that access electronic journal / e-books have not become a habit for students.

This become homework where the students should begin actively looking for an updated literature. This can be obtained through scientific publications published by many researchers in the scientific journals on the internet. Although the figure is less high-access journals, but students experienced the benefits of electronic learning process and they still want the electronic learning process continued eventhough several challenges must still be resolved. But nevertheless, there is no doubt that e-learning technology has a positive impact also has a negative impact.

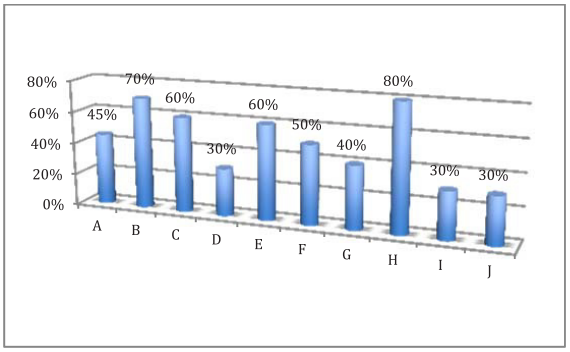

Figure 10. How effective the online learning for students (in percentage)

The positive impact are :

- Easy updating and management of teaching materials until the distribution process
- More flexible in terms of discussion, interactive until the time management, grade, etc.
- Easier to control because the function is two-way and transparent
- To Push all parties to use Internet technology for academic purposes

The lack of e-Learning are :

- Lack of emotional contact between teachers and students.
- The relatively expensive infrastructure investments
- e-Learning need more effort in preparing learning materials.
- Not all subjects can be represented by this process, such as mathematics, physics, chemistry require further guidance
- There is no formal legal regulations related to support this process and sometimes, we cannot avoid the both impact.

3. Recommendation of The Study

It is quite difficult to implementing the ideal e-learning concept. Based on the existing conditions, we try to recommend a few things that feel important in improving the teaching and learning process. Here are the steps proposed:

- Defining the course material
- To evaluate the course material
- An evaluation of students, faculty, the teams involved and the infrastructure

The course material, it should be discussed with both parties in this case are a team of Fisip Unpad and SKKU Korea. Such as determines the course for the lectures, the point 1 tend to be easy to do. Its a little tricky is point 2, where the evaluation of the material must be executed before and after the lecturing process. This is required to ensure that the material presented is a suitable and students-even can easily understand and digest the material. Even more complicated is actually the third point, which cross-check using the tools of analysis required here, since there must be a statistical measurement of the relationship between the value of on-line courses with the teaching-learning process in which the entire process involves all components. This is necessary because the process running is quite effective and efficient or otherwise.
In the process of teaching and learning also consider two basic objectives:

- Students of different disciplines, so the material is able to be understood. It can not be avoided given the master program consists of various disciplines so that the proper selection of materials is required.
- Motivating teachers to produce high-quality materials through the selection and evaluation of instructional materials.

It is proposed that the e-materials are evaluated according to the following elements:

3.1. Technical Evaluation of implementation and compatibility

A variety of equipment and materials involved in the process of e-learning ranging from human resource tools and specifically identify the lecturing trip, so it will feel effective and efficient. It involves upgrading and installation issues hardware / software, bandwidth sufficiency, type / presentation materials and interopability.

3.2. Evaluation of Quality Production

Related to the evaluation of quality of production, not only about the technical superiority of equipment and materials, but also covers the quality of the text, graphics, grammar, speech, presentation style, layout, and so on.

This should be considered carefully given the success not only related to the production of technical equipment and materials used alone, but there must be an innovation in the implementation.

3.3. Interface Device Evaluation

Planning user interface is an urgent task for the achievement of the quality and success of electronic content. The interface-specific e-learning must ensure that learners and educators get the same quality of the interface and understood by both parties. Therefore, the following factors should not missed to be evaluated. For example ease of display, the menu is basic, tracking facilities, navigation, ease of organization of material, service, support must be ensured to run smoothly.

3.4. Content and Instructor Evaluation

The quality of the trainer is the most important point in the process of e-learning. We realize that this is part of the most comprehensive and quality should be improved. Following evaluation focuses on learning content, ie, the relationship between learning objectives, content, methods, and participants. For example, description of the intended use of the learning materials, the definition of learning goals, learning objectives and the suitability of the content of the presentation, and so on is the most important thing to get an increase.

4. Conclusion

The quality of electronic learning material is become the importance thing, since the production of e-material is significantly increase. It is also true that the World Wide Web offers a huge mass of e-material in different ways, using different technologies and didactical approaches. Because of all the aforementioned, it is necessary to determine and implement criteria for the quality assessment of e-material, as well as to establish an appropriate system for transparent evaluation. The last and the most important thing is leadership support and commitment from various parties is one factor that can not be overlooked in the success of this activity.

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